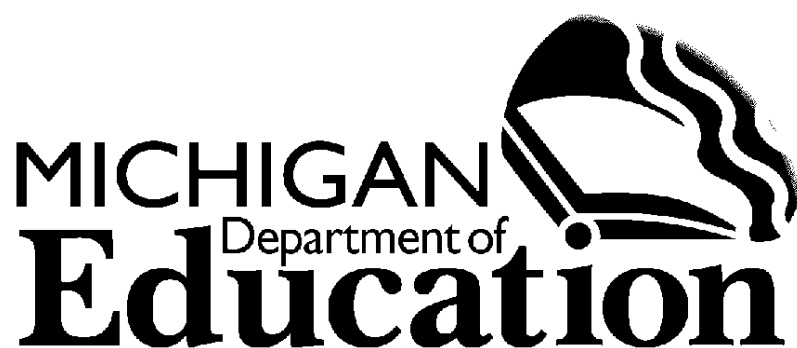


Public School
Academy Report
to the Legislature



2010



Statutory Foundation

This report is submitted to the Michigan Legislature in fulfillment of the State Board of Education's responsibilities pursuant to sections 501a and 1311c of 1976 PA 451 (MCL 380.501a and MCL 380.1311c), which state:

380.501a Public school academy; report to legislative committees on education.

Sec. 501a.

Not later than 1 year after the effective date of this section, and at least annually thereafter, the state board shall submit a comprehensive report, with findings and recommendations, to the house and senate committees on education. The report shall evaluate public school academies generally, including, but not limited to, an evaluation of whether public school academies are fulfilling the purposes specified in section 511(1). The report also shall contain, for each public school academy, a copy of the academy's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and number of and comments on supervisory visits by the authorizing body.

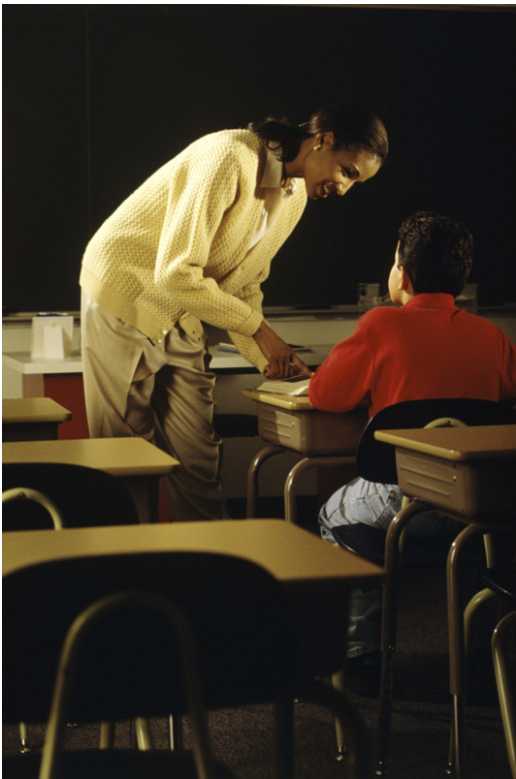
380.1311c Strict discipline academy; report; evaluation; contents.

Sec. 1311c.

Not later than 1 year after the effective date of this section, and at least annually thereafter, the state board shall submit a comprehensive report, with findings and recommendations, to the house and senate committees on education. The report shall evaluate strict discipline academies generally, including, but not limited to, an evaluation of whether strict discipline academies are fulfilling the purposes specified in former section 511(1). The report also shall contain, for each strict discipline academy, a copy of the academy's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and number of and comments on supervisory visits by the authorizing body.

The purposes specified in section 511(1) are as follows:

- (a) To improve pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment.
- (b) To stimulate innovative teaching methods.
- (c) To create new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level.
- (d) To achieve school accountability for pupil educational performance by placing full responsibility for performance at the school site level.
- (e) To provide parents and pupils with greater choices among public schools, both within and outside their existing school districts.
- (f) To determine whether state educational funds can be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration.



Introduction

The 2009-2010 school year brought new changes for Michigan's community of charter public schools.

Statutory Changes

In December 2009, the Michigan Legislature added Part 6E to the state's Revised School Code, creating a new type of charter school known as a "School of Excellence." These schools are created via one of the following three mechanisms:

- Up to 10 new Schools of Excellence can be established in the state of Michigan. The schools must be modeled after an existing high-performing school or program and must be approved by the State Superintendent of Public Instruction. The first five schools must offer one or more of grades 9 through 12. The new Schools of Excellence may also not be located in the geographic boundaries of a school district that has had a graduation rate of 75.5% or higher during the last three years.

The Superintendent of Public Instruction has agreed to a process that is targeted at

providing a minimum of five of the ten new Schools of Excellence to Grand Valley State University for the purpose of recruiting a national recognized, high performing charter school operator to come to Michigan.

- Existing charter schools that attain or exceed a high standard of performance may be converted into a "School of Excellence." This change makes it possible for a new charter school to be created under the existing charter school cap.

University authorizers have indicated that at least 12 existing charter schools will be converted to Schools of Excellence in preparation for the 2011-2012 school year.

- Two new K-12 cyber schools may be authorized to provide on-line instruction. At the end of each cyber school's second full year of operation, its authorizer must provide a detailed report on its operational and academic performance to the State Superintendent and the Legislature.

Both of the cyber schools have been authorized to open in September 2011.

Federal Funding

The Michigan Department of Education (MDE) has been awarded \$43.9 million in federal Charter Schools Program funds to support the development of high-quality charter schools in the state. These funds will also support other essential activities, such as:

- The establishment of a Charter School Performance Review Team. The task force will establish voluntary quality standards, identify tools for working with Education Service Providers (ESPs), recommend ways to improve PSA high school performance, and issue periodic reports.
- The creation of an Incentive Fund to support the development of charter school programs for secondary and at-risk children.
- Facilitate Michigan's participation in a national study of charter school performance under the leadership of Stanford University.
- The development of tools, resources and materials that aid in the establishment and

operation of charter school programs.

About This Report

This 2010 PSA Report to the Legislature includes data that shows charter school progress and challenges to date. The required framework for this document is found in Part 6A of Michigan's Revised School Code, which specifies the content that must be included.

Data Utilization

This year's report continues to analyze each school's performance separately, rather than aggregating results and comparing different charter schools. Performance growth is measured against the PSA's own track record of achievement. Those PSAs that are not performing must answer tough questions on their own and not have their results masked in aggregate format; while PSAs that are doing well can be singled out and examined for best practices.

This year's Public School Academy Report to the Legislature includes two-page profiles of each Michigan PSA. These profiles offer academic trend data, local financial information, teacher longevity and qualifications, state and federal accountability status, and more. This year's report takes

advantage of data available to evaluate any school in the state, including the state's growth model for grades where MEAP is administered, AYP status, and the newly released Statewide Building Reports.

The remainder of the report is structured in accordance with the information specified by statute.

To further benchmark and study charter school performance across the state, MDE is contracting with the Education Policy Center (EPC) at Michigan State University. EPC will, in partnership with CREDO (Center for Research on Education Outcomes) at Stanford University to compare student achievement in the state's charter schools. Additional information about this project can be found in Appendix B of this report.

Findings and recommendations for future improvements in Michigan's PSA sector are included in the report's conclusion.



Do PSAs improve pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment?

Aggregate MEAP and MME scores for PSAs are shown in **Figures 1 and 2** on page six. To fully understand the level of educational improvement attained in individual PSAs, please reference the two-page profiles included with this report.

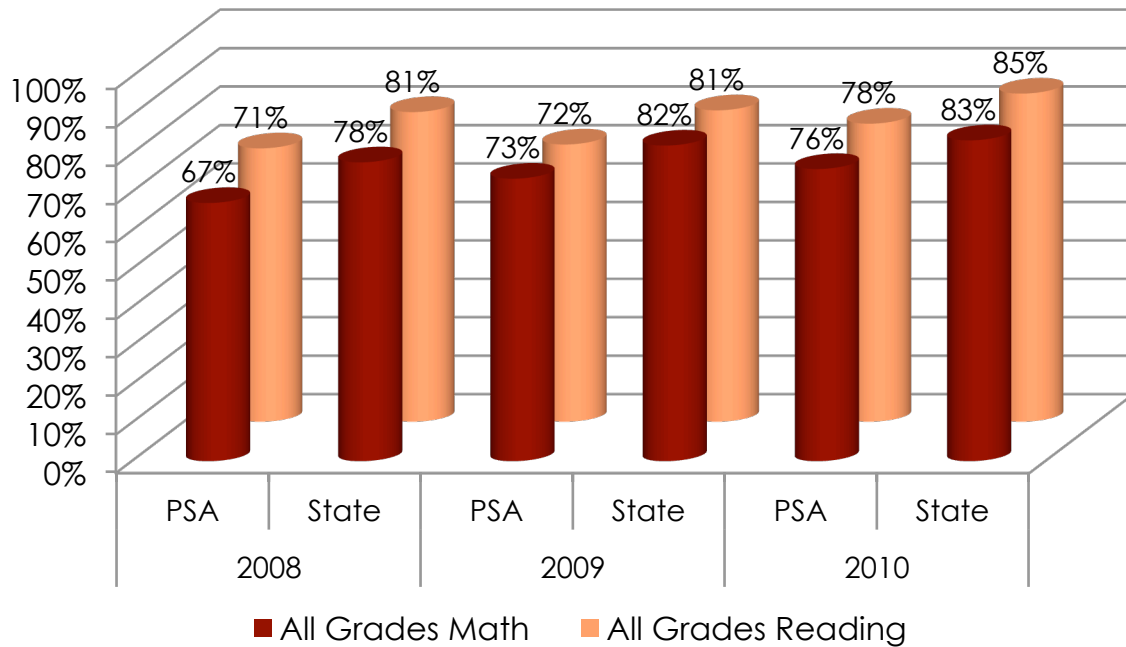
The programmatic approaches utilized in Michigan charter schools vary widely, according to each school's particular mission and focus. They include:

- Fine arts
- Service and leadership
- Science and math
- Technology
- College preparatory
- Environmental science
- Vocational training
- Montessori
- Cultural immersion
- Strict discipline

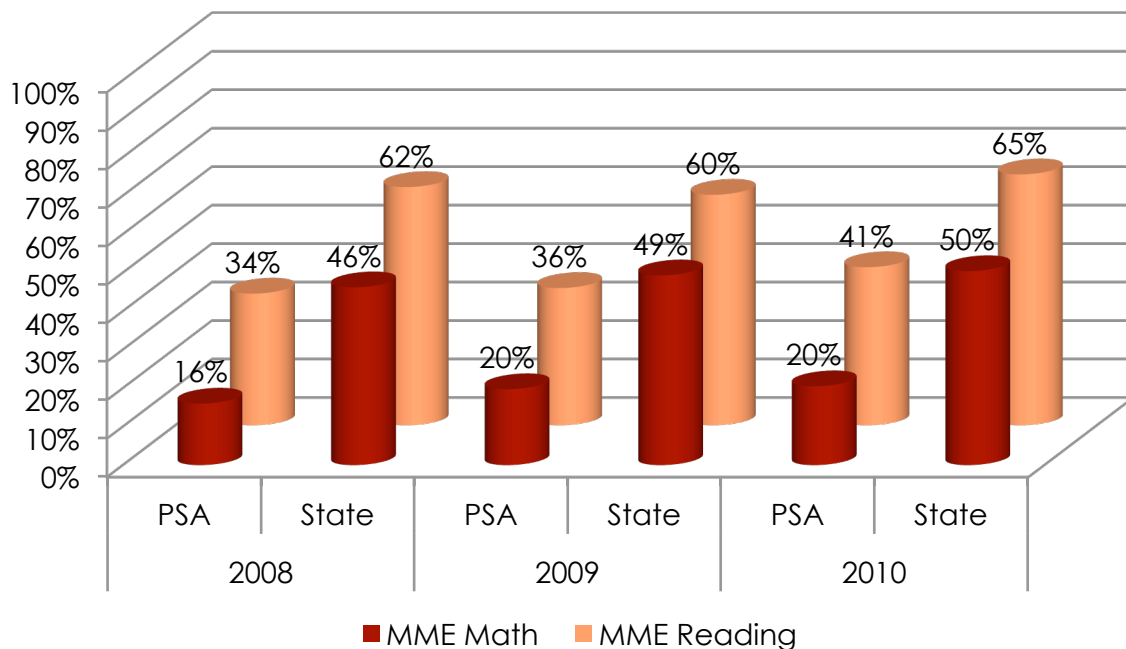
PSAs' level of service to pupils in need of added educational support is also unchanged from the prior year. Approximately 10% of all PSA students received special education services during 2009-10. Again, reference each school's profile to determine its level of service in this area.

To fully understand the level of educational improvement attained in individual PSAs, please reference the two-page profiles included with this report.

**Figure 1: MEAP Proficiency in PSAs
2007-09**



**Figure 2: MME Proficiency in PSAs
2007-09**



There are 110,773 students enrolled in Michigan's 237 PSAs. These schools continue to serve students living in poverty. Approximately 64% of PSA pupils qualified for free or reduced-price lunch during the 2009-10 school year. This percentage was unchanged from the prior year.

Figure 3 depicts student progress from the 2008-09 MEAP.

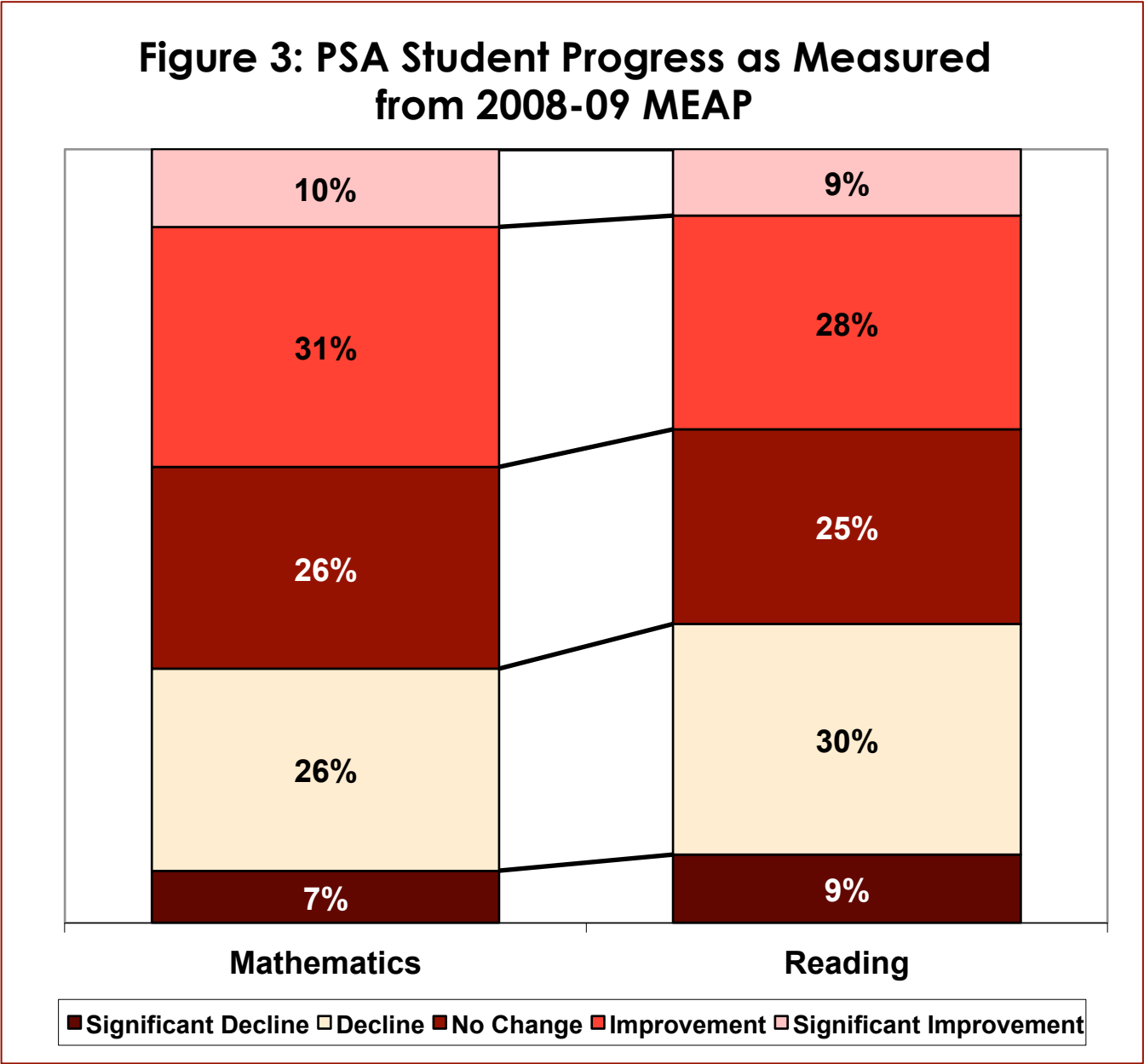


Figure 4, below, depicts high school graduation and dropout rates in PSAs.

High school performance growth in charter schools remains an area of critical emphasis. This is a particular area of study to be addressed by the Charter School Performance Review Team, which will be convened under the auspices of the state's new federal program grant.

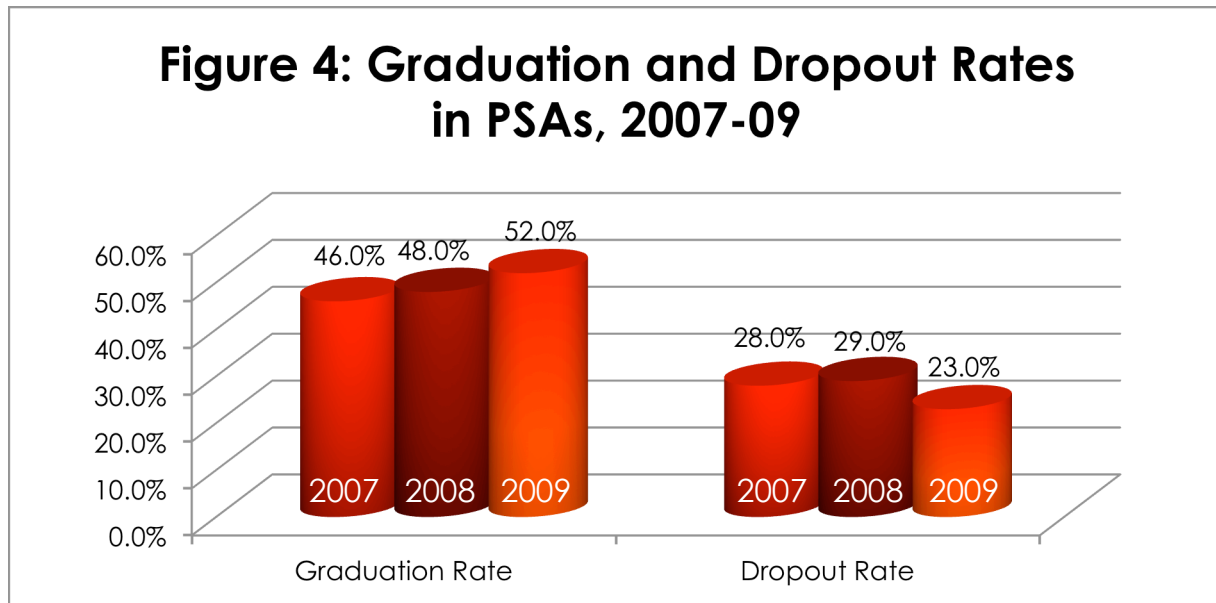


Figure 5: MEAP Proficiency by Subgroup, 2009

	Math				Reading		
	PSA	Traditional	State		PSA	Traditional	State
All Students	76%	84%	83%		78%	86%	85%
Male	76%	84%	83%		74%	84%	83%
Female	77%	85%	84%		81%	88%	88%
Black, not of Hispanic Origin	69%	66%	67%		73%	71%	72%
Hispanic	72%	77%	78%		72%	77%	77%
White, Not of Hispanic Origin	87%	88%	88%		86%	90%	89%
Students With Disabilities	59%	60%	59%		53%	58%	57%
LEP	72%	75%	75%		55%	68%	67%
ED	73%	76%	75%		73%	78%	78%



Do PSAs stimulate innovative teaching methods?

The teaching methods used in many Michigan PSAs appear to be reaching students in traditionally underserved populations. MEAP performance among African American students in PSAs now exceeds the statewide average, as shown in **Figure 5** on the previous page.


Michigan PSAs have an average student-teacher ratio of approximately 14:1. Many PSAs utilize performance testing systems (e.g., Scantron Performance Series, Stanford 10, or the NWEA MAP test) that evaluate student progress multiple times during the year.

In 2009-10, MDE awarded the following dissemination subgrants in support of the following innovative teaching practices:

- Holly Academy was awarded two years of dissemination grant funds to conduct research and evaluation of the Response to Intervention (RtI) pyramid model. Through this grant, the school will evaluate the ability of its locally implemented RtI model to produce sustained academic gains for lower performing students from a variety of backgrounds.

Holly Academy has been educating children in grades K-8 in Genesee and Oakland Counties since 1999. The school's mission is to "achieve individual academic success for all students through a positive family, school, and community partnership."

MEAP performance among African American students in PSAs now exceeds the statewide average.



Holly Academy supports the mindset that the school "family" should celebrate all students and their unique, individual achievements. Holly Academy produces strong academic results through a comprehensive academic curriculum that is integrated into a supportive school that encourages high levels of family and community involvement.

- Black River Public Schools has received a dissemination grant to test the hypothesis that under particular conditions identified in the research, the integrated teaching and learning practice adopted at the academy has contributed to Black River Public School's success and is replicable in other charter schools.

Black River has achieved a high degree of academic success, with its 2008-2009 senior class members earning \$2,000,000 in scholarships. Its MEAP and MME achievement levels are high, and the Washington Post ranked the school as Michigan's finest secondary program. The school's graduation rate is 95 percent, and college acceptance is a curriculum requirement.



Do PSAs create new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level?

Funding challenges frequently require PSAs to adopt innovative administrative solutions. Many PSAs have chosen to create greater efficiency by creating a hybrid "teacher leader" role, in which teachers are given additional responsibilities beyond the classroom. In these situations, teachers are given opportunities to lead their colleagues in key academic, student support, and administrative roles.

In this way, Michigan PSAs are able to provide new professional opportunities for teachers and ensure site-based management. The efficacy of such arrangements has yet to be proven.

PSA teachers are required to meet all state and federal certification requirements including the "highly qualified" requirement under the federal Elementary and Secondary Education Act (ESEA). Details about staff qualifications and longevity are included in each PSA's two-page profile.

One hundred percent of PSA teachers have attained a BA/BS degree. Of these, 60% have gone on to attain an MA/MS degree, and another 4% have earned other graduate credentials (e.g., Ph.D., J.D.). The average PSA teacher has fewer than five years of longevity in their current position.

Many PSAs have chosen to create greater efficiency by creating a hybrid "teacher leader" role.



Do PSAs achieve school accountability for pupil educational performance by placing full responsibility for performance at the school site level?

Michigan's school choice and funding structures naturally place accountability for performance directly at the school site level. In order to maintain enrollment levels - and thereby ensure adequate funding - PSAs must meet the daily school site performance expectations of parents and students. Student enrollment is an unbiased measure of PSA performance at the school site level. Enrollment trends for each PSA are included in the two-page profiles found in this report. An aggregate view of PSA enrollment is also included in **Figure 6** on the following page.

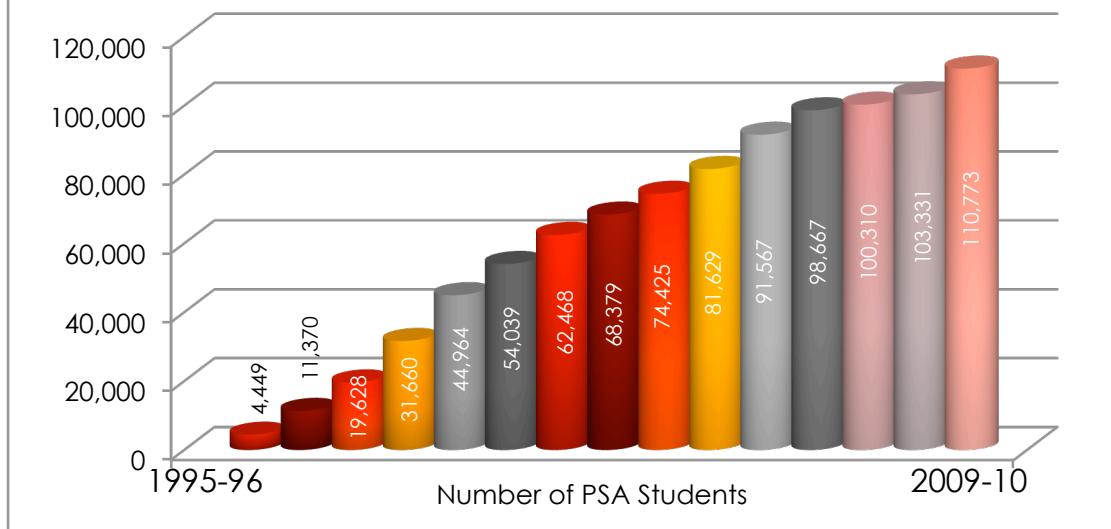
PSAs go through a competitive evaluation process to obtain a charter contract. The authorizing body is responsible for providing ongoing oversight and evaluation of each school's performance to ensure it complies with the charter contract, and all state and federal laws. This contractual structure places responsibility for performance directly at the school site level.

Forty-six PSAs have been closed in the past 16 years for not meeting performance requirements. The most common reasons for closure are related to financial management, governance, and academic performance.

Authorizer monitoring of fiscal, legal, and academic results occurs on an ongoing basis through the use of regular site visits and reporting systems. The contract renewal process is a comprehensive performance review that begins approximately one year prior to contract expiration. Results of the review determine if a contract renewal is granted and also influence the term of the renewal, which typically ranges anywhere from one to seven years.

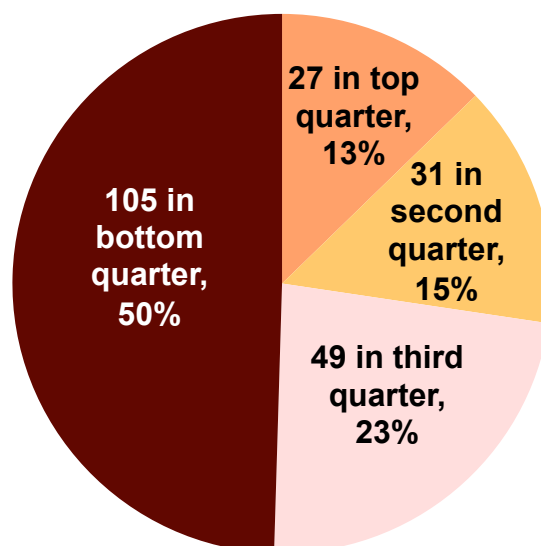
The PSA contractual structure places responsibility for performance directly at the school site level.

Figure 6: PSA Enrollment 1995-2010



On this note, the closure of low-performing charters must continue to be an area of focus. During 2010, all Michigan public schools were ranked according to their achievement and performance according to rules developed by the U.S. Department of Education. The intent of this activity was to identify and work with the lowest achieving 5% of all public schools in the state, including PSAs. Evaluated in isolation, the findings associated with this work were troubling. They showed that half of Michigan's charter public schools were performing in the bottom quarter of all public schools, as shown in **Figure 7**. While preliminary analysis shows that PSAs generally ranked in the same quartile as the majority of schools within their resident districts, indicating that this outcome may be largely attributable to the transitioning of students from the local districts to the PSAs.

Figure 7: Achievement Ranking of Michigan Charter Schools





Do PSAs provide parents and pupils with greater choices among public schools, both within and outside their existing school districts?

Last year, there were 237 PSAs providing Michigan parents and students with a public school choice. In total, 110,773 students (2009-10), or nearly 7% of the total K-12 population, selected a charter public school educational option.

Geographically, charter schools are clustered in the state's urban areas. The school districts with three or more PSAs inside their boundaries during 2009-10 are listed below:

<u>District Name</u>	<u># of PSAs</u>	<u>District Name</u>	<u># of PSAs</u>
Ann Arbor	5	Lansing	7
Battle Creek	3	Marysville	9
Benton Harbor	4	Midland	3
Dearborn	5	Muskegon	3
Dearborn Heights	4	Pontiac	5
Detroit	47	Redford	4
Flint	7	Roseville	3
Grand Rapids	10	Saginaw	6
Hamtramck	5	Southfield	7
Highland Park	4	Taylor	3
Holland	4	Traverse City	3
Inkster	4	Warren	3
Jackson	3	Ypsilanti	4



Can state educational funds be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration?

On average, PSAs received approximately \$7,412 per pupil during 2008-09, the most recent year for which data are available. On average, 40% of PSA operating expenditures were used for instructional purposes.

It is important to remember that while PSAs have generally lower administrative and special education costs than do their traditional K-12 peers, they also must pay for their facilities and oversight costs out of their operating budgets. This makes an apples-to-apples comparison impossible, and renders the statutory question posed above equally difficult to answer with any degree of objectivity.

While one might assume that funding schools directly rather than through school district administration might be more efficient, the additional financial challenges faced by Michigan PSAs add complexity to the equation. A capped foundation allowance, a 3% oversight fee and, most significantly, uncapitalized facilities expenses make PSA financial challenges even more difficult than those faced under a traditional public school model. Whereas traditional districts are able to generate property tax revenue in support of capital expenditures, PSAs do not have this option.

Effectiveness and equity determinations, like other questions about PSA performance, require additional scrutiny on a case-by-case basis using the two-page profiles included in this report.

The additional financial challenges faced by Michigan PSAs add complexity to the equation and make objective answers difficult.



Authorizers are visiting PSA sites on a regular basis.

Supervisory Visits by Authorizing Body

PSA authorizers are responsible for all of the following minimum activities under Michigan law:

- Reviewing applications and awarding charters to qualified applicants;
- Establishing the method of selection and appointment for board members;
- Issuing charter contracts that include clear expectations for performance;
- Acting as a fiscal agent for state school aid funds;
- Gathering and evaluating data related to school compliance and performance;
- Taking action based on a school's performance relative to the expectations set forth in the charter contract.

- Site/facilities review;
- Classroom observation;
- Board meeting attendance/participation;
- Review of key records.

In addition, the authorizer community has developed a common set of oversight and accountability standards.

Adherence to these standards supports consistent authorizer attention to all minimal statutory functions and related development activities.

During the past five years, MDE has conducted on-site visits and reviews for 21 Michigan authorizers.

These "assurances and verification" visits, as they are known, show that authorizers are visiting PSA sites on a regular basis. Common visit purposes include:



Charters offer a wide array of results, both positive and negative.

Findings and Recommendations

Telling the story of PSA performance in Michigan is a complex task. Charters offer a wide array of results, both positive and negative.

The Michigan State Board of Education (SBE) is eager to ensure high quality among all Michigan PSAs. It recommends:

Ensure the new chartering opportunities don't eliminate incentives for closing low performing schools. Just as

excellent schools are now able to "earn their way out" of the existing statutory cap, PSAs that fail to deliver solid student results should earn their way out of existence. In instances where PSA performance is poor and failing to improve, authorizers must be called upon to act in the interest of the students being served. The SBE continues to support the statutory concept of setting a minimal threshold of performance for PSAs over a specified period of time and compel authorizers to close schools that consistently fail to meet these minimum standards.

Work with the Charter School Performance Review Team to support quality standards and best

practices. The creation of a high level statewide review team offers a unique opportunity for policymakers, educators, and others to engage on issues of quality and performance. The Review Team can and should work together to identify tools, resources, and standards that can help support and sustain charter performance over time. In particular, this group must find solutions to help improve PSA performance in grades 9-12.

Establish a fund to support facility loans for startup PSAs. Given that PSAs have no tax base or other capital resources, they must utilize their instructional budgets to pay for their buildings.

Create a cohesive and coordinated strategy to safeguard public assets when charter schools close. MDE and the Michigan Department of Treasury have worked closely with the authorizing community to recoup funds from closed PSAs. However, there is a need for greater uniformity in these efforts. Legislative support for statutory language that supports smooth windup and dissolution would be of benefit.

Provide opportunities for LEAs and ISDs to authorize PSAs created for the purpose of supporting special populations with new and innovative teaching/learning models. Local school districts should take full advantage of local education choice options. A largely unrealized “tool” in the local public school district toolbox is to charter more of its own schools, thereby keeping both students and dollar flows supporting the school district’s educational program.

Add transparency to the relationships between PSAs and the vendors they use by adding management and facility agreements to charter contracts.

Business relationships between PSAs and the vendors, including leases and management agreements should be subject to authorizer review and oversight, and public scrutiny through transparency. The SBE recommends that all charter contracts include management agreements and facility lease agreements. These two agreements should be considered and approved as part of the charter contract development and review process.

Provide the Superintendent of Public Instruction with the authority and responsibility to deny the



issuance of a district code when a charter contract contains an obvious conflict of interest as defined by the federal Education Department General Administrative Regulations (EDGAR).

Within the last year MDE has encountered a number of instances where charter authorizers have issued or renewed charter contracts with obvious conflicts of interest. Current law provides no authority to the MDE to intervene in such

instances.

Add a requirement that all authorizers are required to maintain a portfolio of charter schools that meet or exceed acceptable academic standards before they can issue new charters for new Part 6A PSAs. The hard cap of 150 for public universities is legislatively established. That cap limits the ability of the state’s most capable authorizers from adding more part 6A charter

schools. The institution of this "proficiency cap" will require ANY authorizer with more than three chartered schools to increase and maintain the academic performance of the schools they authorize at or above a certain level before they are permitted to issue new charters.

Codify the existing practice of MDE's Assurance and Verification Program. While authorizers have voluntarily participated in the program, university authorizers have made it clear that they may choose to deny the MDE access to charter school compliance records or files.

The assurance and verification program, which is currently funded by the federal charter school planning grant, provides the individual authorizer and MDE with a valuable opportunity to synchronize compliance efforts and improve transparency.

Formally codify a requirement for PSA authorizers to provide oversight of chartered PSAs to ensure they are in compliance with federal Education Department General Administrative Regulations (EDGAR) in the planning and execution of federal Title I and School Improvement grants. The existing law requires authorizers to ensure

their PSAs are in compliance with state and federal law but authorizers have not been involved the federal grant process, due in large part to the fact that existing state law does not specifically provide authorizers with the right to perform such direct oversight. This lack of involvement has limited the authorizer's ability to address federal Title I and School Improvement grant compliance issues. Through authorizer involvement in this process, they can ensure federal funds are used to improve academic performance while simultaneously reducing the increasing burden on MDE staff attempting to monitor each PSA. This opportunity may also provide the authorizers with an ability to directly impact the overall academic performance of PSAs within its portfolio, which could have the net effect of permitting the authorizer to charter additional PSAs.

The State Board wishes to thank the Legislature for providing additional resources to support the department's work with public school academies.

It is the Board's hope that this funding will continue in the future.

Alternative Education Program

Alternative education is a program operated as a subdivision of the regular K-12 program. It is designed for students who can be better served in an alternative delivery system. Alternative education pupils are funded under the K-12 foundation rate. Students served include those who have special needs and are lacking sufficient credit to graduate with their class. Alternative education programs often include expanded services from the regular program such as counseling, childcare, and transportation.

Attendance Rate

The percentage of total school days that students in a school or district are present in school.

Authorizer

A public institution identified in Michigan statute as able to issue a contract to organize and operate one or more public school academies. Michigan law recognizes local school districts, intermediate school districts, community colleges, and public universities as authorizers.

Adequate Yearly Progress (AYP)

The measure specified in the Elementary and Secondary Education Act (ESEA) for use in holding schools and districts responsible for student achievement in reading and mathematics. AYP evaluates schools and school districts in the areas of academic achievement, including growth, participation in MEAP tests, graduation rate for high schools, and student attendance for elementary and middle schools. Schools that do not make AYP for multiple years are Identified for Improvement, Corrective Action, or Restructuring.

Categorical Funding

Support from the state and federal governments that is targeted for particular categories of children or families, special programs and special purposes. This money is granted in addition to school districts' general purpose revenue, and it almost always has restrictions on its use.

Cyber School

A school of excellence established under Part 6E of the Revised School Code that provides full-time instruction to pupils through online learning or otherwise on a computer or other technology, when instruction and learning may be remote from a school facility.

Center for Educational Performance and Information (CEPI)

A Michigan state agency in the Department of Management and Budget charged with collecting and reporting data about Michigan's K-12 public schools.

College Readiness

The College-Readiness Report shows the percent college ready in each subject and in all subjects for individual schools compared to the state.

Dropout Rate

Total number of students who left high school permanently at any time during the four-year cohort period, or whose whereabouts are unknown.

Educational Service Provider (Management Company)

A private organization that contracts with a PSA board to deliver various school staffing and support functions, which may include facility management, personnel management, payroll and accounting, curriculum development, and professional development services for staff and teachers. In some instances, a service provider (management company) may be used to manage the entire operations of a school.

Elementary and Secondary Education Act (ESEA)

The principal federal law affecting K-12 education, sometimes referred to as "No Child Left Behind" or "NCLB" during the administration of George W. Bush.

Enrollment

The number of students enrolled in a school/district on fall count day.

Foundation Grant

State-funded revenues received by schools on a per-pupil basis. The foundation grant is the basic amount allocated by the State to local education agencies and PSAs through the State School Aid Act. PSA foundation grants are tied to the local traditional school district in which they were originally located.

Free/Reduced Price Lunch (FRL)

Children whose families have income of 130% or less of the Federal poverty guideline as well as those who receive food stamps or Temporary Assistance for Needy Families (TANF) are eligible for free lunch. Those whose families have incomes from 131% to 185% of the poverty guideline are eligible for reduced-price meals. For purposes of this report, FRL is used as a proxy for economic status.

FTE

An individual pupil's pro rata share of school membership pursuant to the State School Aid Act. In no case may a pupil generate more than 1.00 FTE. The total number of FTEs in a school is used to determine membership for purposes of awarding state aid.

Fund Balance

An amount of money retained in a PSA or traditional school district's general operating fund after all expenditures are made.

Grade Level Content Expectations (GLCE)

The Michigan framework for grade-by-grade assessments in grades K-8, which offers teachers a guide for their instructional and curricular emphases in classrooms. GLCEs provide greater clarity for what students are expected to know and be able to do by the end of each grade.

Graduation Rate

The "four-year adjusted cohort graduation rate" is calculated by tracking individual students from the time they were enrolled as first-time ninth-graders, with a four-year expected completion rate. The formula accounts for students who leave school and return later, for students retained in a grade and stay in school, and for students who transferred into and out of the public school system. Thus, this is a more accurate measure of the graduation rate. Students included in building rates must have been reported to the state for two or more count days. Students included in district rates must have been reported to the state for one or more count days.

High School Content Expectations (HSCE)

The Michigan framework for grade-by-grade assessments in grades 9-12, which offers teachers a guide for their instructional and curricular emphases in classrooms. HSCEs provide greater clarity for what students are expected to know and be able to do by the end of each grade.

Michigan Educational Assessment Program (MEAP)

An annual assessment given to students in grades 3-9 based on Michigan Curriculum Framework. MEAP is administered by the Office of Educational Assessment and Accountability.

Michigan Merit Examination (MME)

The Michigan Merit Examination (MME) assesses students in grade 11 and eligible students in grade 12 based on Michigan high school standards. For 2009-10, it consisted of three components:

- ACT Plus Writing® college entrance examination,
- WorkKeys® job skills assessments in reading and mathematics and locating information,
- Michigan-developed assessments in science, social studies, and writing.

MME is administered by the Office of Educational Assessment and Accountability.

Public School Academy (PSA)

A PSA is a state-supported public school, also known as a charter school, authorized pursuant to Part 6A of Michigan's Revised School Code. According to Section 380.504(4), "A public school academy may include any grade up to grade 12 or any configuration of those grades, including kindergarten and early childhood education, as specified in its contract."

School of Excellence

A state-supported public school authorized pursuant to Part 6E of Michigan's Revised School Code. The schools must be modeled after an existing high-performing school or program and must be approved by the State Superintendent of Public Instruction. The first five schools must offer one or more of grades 9 through 12. The new "School of Excellence" may also not be located in the geographic boundaries of a school district that has had a graduation rate of 75.5% or higher during the last three years.

School of Excellence, continued

Existing charter schools that attain or exceed a high standard of performance may be converted into a "School of Excellence." This change makes it possible for a new charter school to be created under the existing charter school cap.

School Report Card

A public reporting tool utilized as part of Michigan's Education YES! accountability program. Each Michigan school is graded on its MEAP/MME achievement and MEAP improvement, as well as 11 other performance indicators.

Special Education

Students identified with disabilities and receiving intervention services.

Statewide Top to Bottom Ranking for Math and Reading

Four broad categories of data are used in the calculations: (1) high school reading achievement, (2) high school math achievement, (3) elementary/middle school reading achievement, and (4) elementary/middle school math achievement. Schools are sorted on the Proficiency + Improvement Index for each category and assigned a Statewide Percentile Rank in each category. This number represents the percentage of schools in the state with a lower Proficiency + Improvement Index in that category than the school in question.

Strict Discipline Academy

A Michigan school chartered under Public Act 23 of 1999 to serve suspended, expelled, or incarcerated young people.

Student Residence

The district of residence of students enrolled in schools.

Teacher/ Administrator Degrees and Longevity

Teacher/Administrator degree is the highest degree earned by teachers and administrators who are employed in the school. Longevity is the number of years that the staff member has been employed by the district. The longevity is calculated as the amount of time between July 1, 2009, and the date of hire.

Traditional Public School

An elementary or secondary school in the United States supported by public funds and providing free education for children of a community or district.

Urban High School

A Michigan school chartered under part 6C of the revised school code to operate within Detroit.

Appendix A: Charter School Profiles

Please see pages that follow.

Appendix B: National CREDO Project

Michigan's participation in the national CREDO project, led by Stanford University will focus on the effectiveness of charter schools in the state. In order to compose statistically sound answers to many of the questions regarding the effects of charter schools, CREDO will use student-level data for students attending the charter and traditional public schools in the same neighborhoods.

The three research strands that are incorporated in the study are:

- 1) The correlates of academic achievement and growth,
- 2) The assessment of charter schools as an educational improvement policy, and
- 3) The stimulation or competitive effects of charter schools on districts.

Once CREDO has cleaned the data to permit comparisons of Michigan with other states with charter schools, Michigan researchers will be able to do sub state analysis.